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ABSTRACT

Designed for 7th- and 8th-grade students, the teaching unit demonstrates how blacks lived during and after the Civil War in the first government-provided housing in Freedman's Village. While concerned with local Arlington, Virginia sites and history, the unit provides an illustration of the role of architecture and design on American social history as a whole. Five lessons focus on the difficulties and rewards of finding and using maps, sketches, and source materials such as 19th century newspaper articles and letters to learn more about Freedman's Village. The unit includes goals and objectives, lesson descriptions, suggested materials, pretests and posttests, worksheets, a journal packet, student directions for projects, and learning simulations. A list of resources includes a 15-item bibliography, 10 nineteenth century newspaper articles, and 42 documents from the National Archives. (LH)

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FREEDMAN'S VILLAGE, ARLINGTON, VIRGINIA:

1863-1900

By

Roberta Schildt

SP 015-228

Arlington Public Schools

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Our thanks and appreciations are extended to Renee A. Dunbar, Secretary to the project, and to Eloise Austin who prepared the preliminary and final manuscripts for the units.

Our special thanks to the staff of the National Endowment for the Humanities for their support to the project.

HISTORY BY THE BLOCK

Arlington Public Schools • 1426 N. Quincy Street Arlington, Virginia 22207

Project Description

HISTORY BY THE BLOCK is an educational design seeking to strengthen the teaching of history in the Arlington Public Schools by focusing attention on the role of architecture and the design process in American social history. The program will also focus attention on the redevelopment that is taking place in Arlington at the present time, and will help students understand that what is being built in Arlington at the present time will be left to future generations as a record of our society. In looking at the past in our country, students will be able to discover that buildings are as much a record of the past as any other historical evidence and reveal the tastes and values of a particular time.

Plan of Action

Teacher workshops were held during the summers of 1982 and 1983 to familiarize teachers with architectural concepts and the design process as it fitted into social history. The workshops were followed by writing sessions which translated concepts learned into units of study at several elementary and secondary levels in history and social studies courses. The units written during the summer of 1982 were piloted by several teachers during the 1982-83 school year. They were then evaluated and revised during the summer of 1983. During the same time period experiences in architecture and social history were provided as an inservice program for a much wider group of teachers. The units will be published and distributed widely during the fall of 1983 to all interested teachers.

Curriculum Units

The following units were produced by the project:

Grade Level	Title
4-5	What Did It Look Like Then? Eighteenth Century Architectural Elements
7-8	Freedman's Village: Arlington, Virginia 1863-1900
7-8	Block Study: Learning About Your Local Community
7-8	If These Walls Could Talk! The Story of Arlington House Before the Civil War
11	The Capitol Experience in Washington, D.C.

Supported by a grant from the National Endowment for the Humanities, ES-1930-81

Each unit includes lesson descriptions and teacher and student materials needed for teaching/learning. In addition, all the visuals and sources are included. While the units use local Arlington sites and may be construed as local history, the concepts of the units may be adapted to any location. In addition, the units on Arlington House (Custis-Lee Mansion in Arlington National Cemetery) and Freedman's Village in the same location, and on the U.S. Capitol have national significance. The two units on Arlington House and Freedman's Village together provide a unique way to look at the Civil War period. The Freedman's Village unit opens up a long neglected aspect of local and national Black history.

Skills To Be Learned

Students learning from these units can be expected to acquire the following skills:

1. Be able to identify the major architectural styles used in American towns and cities and understand the historical reasons for the popularity of these styles.

2. Understand the interrelationship between architecture and design and the social history in the growth of American communities.

3. Be able to use the study of architecture as a tool to unlock historical information using visual literacy and critical thinking skills.

4. Understand the ways in which the use of space affects the way people live and work.

5. Understand the forces (political, social, economic) within a community which determine how space within that community is used, and how historically, these forces have been influenced.

The Results

This unit, Freedman's Village, Arlington, Virginia: 1863-1900 uniquely unveils a part of history about black Americans that can appeal to students at almost any grade level. Written by Roberta Schildt, teacher of 7-8 grade students at the H-B Woodlawn Secondary Program, the unit demonstrates how blacks lived during and after the Civil War in the first government-provided housing. The history of Freedman's Village is an important part of our nation's history.

Martha Swaim, Project Coordinator
Seymour B. Stiss, Project Director

September, 1983

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Freedman's Village - An Introduction

Freedman's Village was selected as one of the topics for a seventh grade unit resulting from the HISTORY BY THE BLOCK project. It was chosen because it met these goals.

-To have students use architecture as a tool to study social history

-To have students focus on "Everyday People" rather than on famous historical characters

-To bring the Civil War period close to home for students

-To have students carry out historical research

-To have students realize the importance of historical preservation

This unit can last from 1 week to 4 weeks depending on how many of the lessons are included. It can be used as a way to study the Civil War and/or Reconstruction period. It focuses on the difficulties faced by the blacks after they were freed. Specifically, it has students use maps, sketches, primary and secondary source materials to learn more about Freedman's Village in Arlington, Virginia. Students will also be asked to carry out projects individually or in small groups so that they will become a "specialist" in some aspect of the topic.

Preparation:

The following suggestions may help teachers prepare for the unit.

1. Read the information in this guide, and the packet which is available from the Curriculum Specialist.

2. Review the slide show and script.

3. Check out and read books from a library relevant to the topic. Possible types of books which may be helpful are:

    a. Books on Custis-Lee Mansion (Arlington House)
    b. Histories of Arlington County
    c. Histories of Arlington Cemetery
    d. Books on the Civil War

4. Refer to the bibliography in this guide. Check the card catalogue of your local library to see which items are located there.

LOCAL HISTORY PROJECT

Perhaps you have an idea that has surfaced from time to time which intrigues you. Consider using that topic as a basis for your study. If you have a topic which interests you, it is easy to engage the interest of other people to share the documents they have or to share what they know. After choosing a topic and before you begin your search for information, take time to get organized.

First, you will want to identify all the documents or notes you have in a consistent way. You've read the document and have determined that it will be useful because it sheds some light on your topic. Make a copy of the document, if possible, then identify the document on the back. Be sure to include information which would identify both the document and its source. Whenever you try writing curriculum or writing an article for a professional Journal, it will be helpful to take the time to document your sources. After looking at a few examples of ways to identify documents, a look will be taken at ways to organize the documents into a system.

1. Letter from O.M. Howard to F. L. Smith. December 7, 1863. Bureau of Refugees, Freedmen and Abandoned Lands, RG 105, Office of the Assistant Commissioner of the District of Columbia. Letters Sent. File 418 National Archives.

2. Photograph from McDermott collection. Dated May, 1901. Shows the facade of the County Courthouse with the street cars in the background in Bloomsburg, Pennsylvania. Copy made on April 16, 1983 with permission to publish.

3. Phone call to J. L. Carson about the origins of the town name. October 12, 1982. A.M. - She was told by her great grandfather, Jack Carson, that the town, White House Station, New Jersey was named after the old Carson house (where G. Washington had slept).

There are many systems which can be used to organize your documents or notes, and whichever one you choose be sure to follow it consistently. Some prefer a topical file and others chronological or alphabetical one. As for storing the documents, a large, portable expanding file is useful as is a large notebook to place the documents in, with a pocket for 5" x 8" cards for your notes. Initially, it seems like extra work to identify and to file each document in your system, but it can save time digging later when you need to retrieve a source quickly. Next, we will look at a checklist of some people to contact, to visit, place and sources to consider using as you progress in your research.

You don't need to look far into your town's past to come up with ideas which can be developed into units like those created as part of the HISTORY BY THE BLOCK Project. Perhaps that old Queen Anne Style house on Main Street interests you, or maybe you've often wondered how the street cars affected your town's development. Whatever the topic, it is essential that you and your students get involved in a local history project.

The return on your efforts will be well worth your investment.

Sources of Information for Doing Your Own Local History Project

PEOPLE

_____ librarians

_____ historians

_____ older residents

_____ museum curators

_____ specialists in your topic

_____ other _____

PLACES

_____ library

_____ courthouse

_____ historical society

_____ museum

_____ archives

_____ map division

_____ other _____

DOCUMENTS

_____ architectural plans

_____ art

_____ birth certificates

_____ building plans

_____ books

_____ census records

_____ church records

_____ city directories

_____ death certificates

_____ diaries

_____ family Bible or other

_____ religious book

_____ government records

_____ interviews

_____ letters

_____ magazine articles

_____ maps

_____ marriage certificates

_____ military records

_____ newspaper articles

_____ oral historys

_____ photographs

_____ sketch

_____ other _____

_____ other _____

Freedman's Village

Lesson #1

Time: 2-3 class periods

Grade Level: 7th Grades
American Studies

Materials Needed:

1. Multiple copies of the sketch of Freedman's Village by A. R. Waud from Harper's Weekly (enough for groups of 2-3 to have one sketch.)
2. Pre-Test on Freedman's Village

Instructional Goal: To motivate students to want to learn more about Freedman's Village and to find out what knowledge they have on the topic of Freedman's Village.

Learning Objectives:

1. Students will be able to work in a group and be able to co-operate with other group members while completing the sketch exercise.
2. Each student group will be able to list at least 25 ideas when posed with the question: What question can you think of that may give more information about Freedman's Village from this sketch from Harpers Weekly?
3. Students will know how to classify the questions generated by the student groups.

FREEDMAN'S VILLAGE, ARLINGTON, VIRGINIA.—[See Page 294.]

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12

Teacher	Student
Allows 15-20 minutes for students to write all the questions they can think of about the sketch.	Work in groups
Call class back together and assign a few students to act as recorders. These people will write down all of the ideas from all of the groups. After you have selected recorders, ask for a volunteer from each group to share the groups questions. The recorder writes all of the questions down. Save this list as it will be used later during the projects part of the unit.	Recorders list all of the ideas
Administer the pre-test on Freedman's Village to all of the students, record the scores and save the test results for comparison at the end of the unit. Correct pre-tests and save.	Students complete pre-test

Name_____Class_____Score_____

Freedman's Village

Part I. Classifying Documents

If the document is a primary source, write "P" in the space provided. If it is a secondary source, write an "S".

_____1. Gutman, Herbert G. The Black Family in Slavery and Freedom 1750-1925, New York, Pantheon Books, 1976.

_____2. "Freedman's Village, Arlington, Virginia," Harper's Weekly, May 7, 1864.

_____3. Diary entry of Cornelius Camay dated December 11, 1864.

_____4. Letter from G. W. Clark to H. H. Howard July 11, 1868. B.R.F.A.L. MSS R.G. 105, National Archives

_____5. Biography of Sojourner Truth. Written in 1962.

Part II. Multiple Choice

Directions: Put the letter for the best answer in the space provided.

_____1. What was Freedman's Village?
A. A home for slaves
B. A temporary home for freed slaves set up by the State of North Carolina.
C. A community of freed people, many from Maryland and Virginia.
D. A village of Confederate black soldiers.

_____2. When was Freedman's Village officially opened?

A. December 11, 1963
B. December 3, 1864
C. December 4, 1863
D. After the end of the Civil War

_____3. Where was Freedman's Village located?
A. In Georgetown across the river from Virginia
B. On Arlington Heights Virginia on the Arlington Estate
C. On the Mount Vernon Estate

_____4. What is the formal name of the bureau that ran Freedman's Village after the Civil War?
A. The War Bureau
B. The Bureau of Freedmen
C. The Bureau of Refugees, Freedmen and Abandoned Lands
D. The Bureau of Refugees, Soldiers and Abandoned Freedmen

_____5. The period after the Civil War is known as:
A. Construction
B. Reconstruction
C. The Transition Time
D. Reestablishment of Justice

_____6. The most common occupation of those people who lived in FV was:
A. Merchant
B. Farmer
C. Soldier
D. Whitewasher

_____7. What did the government intend for the village? Was it to be a temporary or a permanent community?
A. Temporary
B. Permanent

_____8. What year was FV officially closed down by the government? (Note: some villagers stayed on for years)
A. 1867
B. 1864
C. 1876
D. 1888

_____9. A famous woman who was appointed by the National Freedmen's Relief Association to be a counselor at Freedman's Village was:
A. Louisa May Alcott
B. Harriet Tubman
C. Sojourner Truth
D. Clara Barton

____10. What was the reason given by the government for closing the village down?
A. Villagers were guilty of cutting trees from the Arlington National Cemetery and using the wood for fuel.
B. Villagers were breaking the curfew established.
C. Villagers were costing the government too much money.
D. The villagers were too noisy at night.

Part III. Classifying

In this section you are to read the questions from the list provided below. Then you are to classify the questions into categories that you choose, such as housing, living conditions, family life and others. Directly below is an example. You need to classify at least 20 questions.

Example: category Government

Was there a mayor?
What was the system of government?

1. How were the children raised?
2. What was the average income?
3. How many people lived in each house? What was the family size?
4. What was the racial balance of the population?
5. What churches/religions were found at Freedman's Village?
6. Education?
7. What kind of food did the people eat?
8. Did people live there free of charge?
9. What were the medical facilities like?
10. What privileges did the people have?
11. Was there a mayor?
12. Did the residents work for the government? Military? Did they work for free?
13. What were the occupations?
14. How long did Freedman's Village exist? Dates? When did it end?
15. How were the houses built?
16. How many houses were there?
17. What were the living conditions?
18. Why was there a need for the village?
19. If it was a place for freedmen, why was it in Virginia, in the South?
20. Were there any attacks or battles near Freedman's Village?
21. What contact did they have with the outer world?
22. Was the land fertile?
23. What was a good job back then?
24. Was there a danger of flooding since it was so close to the river?
25. How was the land gotten?
26. How was trading done outside of the village?
27. What crops were raised? Livestock? Pets?
28. Was it part of the U.S.? A registered town on maps?
29. Were they taxed? How much?
30. What was the system of government?
31. How many people lived there?
32. What kind of village was it? How big was it?
33. Were there stores?
34. Entertainment?
35. Could the people own property?
36. Were they able to come and go as they pleased?

Part III. Classifying - continued

37. How were the houses furnished?
38. Was there an overseer?
39. What was the typical lifespan?
40. Causes of disease in child's death? Child mortality rate?
41. How old were kids when they started working?
42. Why was there a need for the village?

Now, on the back of this paper, classify at least 20 questions.

Part IV. Pre/Post Test

Answer each of the questions below with a short answer. Write in complete sentences on the back of this sheet or on your own paper.

1. Were the people of Freedman's Village really free? Why or why not?

2. What would you name Freedman's Village if you were faced with renaming it?

3. Some say Freedman's Village was Arlington's first planned community. Explain how it is like a planned community like Reston, Buckingham or Fairlington and how it differs.

4. Compare and contrast Arlington House and Freedman's Village.

5. Compare and contrast Freedman's Village and slave quarters.

Freedman's Village

Answer Sheet for Pre- or Post-Test

Part I. Classifying Documents

S 1.

P 2. A. R. Waud, sketch artist and writer for Harper's, visited the village a few months prior to the publication of the article.

P 3.

P 4.

S 5.

Part II. Multiple choice

1.	C	6.	B
2.	C	7.	A
3.	B	8.	D
4.	C	9.	C
5.	B	10.	B

Part III. Answers will vary.

Part IV. Answers will vary. (Use these for discussion, if desired, at end of unit).

Freedman's Village

Lesson #2

Time: 1 class period

Grade Level: 7th grade
American Studies

Materials Needed: slides on Freedman's Village
cart, screen, cord, Journal packet, slide script

Instructional Goal: To teach students some of the background and history of Freedman's Village.

To help students have a better sense of the difficulties faced by the villagers during different time periods in Freedman's Village through journal writing.

Learning Objectives:

1. Students will indicate their understanding of the events that led up to the creation of Freedman's Village by answering questions after the slides.

2. Students will be able to improve their writing skills by completing four entries in the assigned Journal packet.

3. That students will exhibit their ability to interpret primary source materials by scoring 80% or above on each of the six document worksheets.

Teacher	Student
Says something like: "Now that we have looked at the sketch and have some questions that we want answered about Freedman's Village, we will now look at some slides which should help give us some answers. There will be questions that have been raised yesterday and today which we will find the answers for in the next few days of research study about Freedman's Village. We will also do some writing in the Journal packets. (Explains).	Watches and listens
After the slides are shown, ask the following questions of the whole class as a review:	
1. What is Freedman's Village?	Freedman's Village was a model camp set up by the government during the war to house and protect freed blacks (contrabands).
2. How was the land obtained where Freedman's Village was built?	The government confiscated the Custis land after Robert E. Lee chose to fight on the side of the Confederacy. It was also needed as a part of the defenses for Washington, D. C.
3. What was the main reason that Freedman's Village was set up in Arlington?	After Lincoln declared a Preliminary Emancipation Act in D. C., many slaves made their way from Virginia and Maryland for refuge. When the existing quarters became overcrowded and there was a high death rate, it was decided that a new site was needed. The clean country air in Arlington was thought to have a positive impact on the people.
4. What was one of the most difficult choices Robert E. Lee had to make in his lifetime?	Robert E. Lee's most difficult decision was deciding on which side to fight in the Civil War.
The teacher should add additional questions as are appropriate to his/her students.	

After the students discuss the sample questions on the previous page, the teacher gives the following directions:

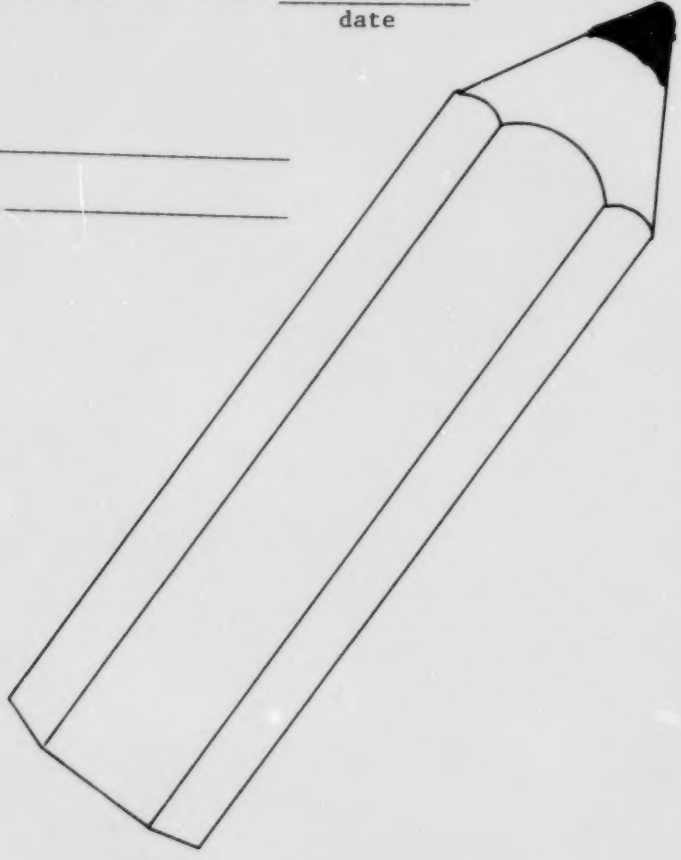
Teacher	Student
"Today we have raised a number of questions about Freedman's Village and tomorrow we will begin to find out even more about the village. You will become historians who will be digging out the truth about Freedman's Village."	Listens
"To help prepare for the trip back into time, you will use the journals as a tool to help get you in touch with the difficulties faced by villages at several time periods. I will now pass out Journal Packets."	Listens
Passes out packets of documents.	Gets a packet
"Each night during our study of Freedman's Village you will be asked to write a journal entry. Be prepared with your entries each day we study Freedman's Village."	
Read directions to Journal Packet to class and answer student questions.	Listens and asks questions
Introduces document worksheets for homework or classwork	Completes as assigned at home or in teams of 2 at school
Have students each do 2 of the 6 document worksheets. Then have them get together in small groups to come to a consensus on the correct answers. Lead discussion on points of interest from the group.	Meet in groups Go over answers Participates in class discussion

JOURNAL

Directions: Write in complete sentences and in paragraph form as you complete the written part of the journal. When there are two options given you choose the one you would like to complete. The journal packet is due in on _____.
date

Name:_____

Period:_____



Journal Idea #1

Option #1: Writing

February, 1863

Tonight is the first night you'll be sleeping in your new home. No more tents! Today your parents and other workers put the final touches on the building. There is a hot fire crackling as you fall asleep. You are one of the lucky people who can write so describe your new home.

Option #2: Drawing/Sketching/Painting

February, 1863

Sketch, draw or paint your new home in Freedman's Village. Use your imagination yet be accurate about what materials would be available.

Journal Idea #2

Option #1: Writing

December 7, 1863*

You are twelve years old and today you will go to school for the first time in your life. The word spread quickly yesterday that four teachers and a principal had arrived from up North and that school would begin today. Write a description of the teacher, your classroom, and the school.

*Note: Most of the freedmen who arrived at Freedman's Village could not read or write when they first arrived. The school at Freedman's Village was opened on this date and was run by The American Tract Society which was one of the many religious and charitable groups which gave their money and energies to helping blacks adjust to their freedom.

Option #2: Composing

December 7, 1863

You have been hired to compose at least two verses to the song listed below which was refering to going to a Freedman's school. The chorus is given.

"Uncle Sam's Schools"

Verse #1

Chorus: Come bring your books and slates, and don't be a fool;
For Uncle Sam is rich enough to send us all to school.

Verse #2

Journal Idea #3

Option #1: Writing

February 25, 1888

In a short time you must leave your home where you have lived for 20 years. You found out at the meeting that the War Department has recommended that all the civilians be removed from the lands held by the military. That means Freedman's Village will be gone. Some of the community members have lived here even longer than you - some for nearly a quarter of a century! Take a look around your home and write a journal entry on what your home has meant to you over the years.

Option #2: Drawing

February 25, 1888

Draw a picture of the place in your home in Freedman's Village where you feel most comfortable. You'll have to keep this place in mind when you are forced to move.

Journal Idea #4

Option #1: Writing

June 1940

It is now the early 1940's and you are what remains of one of the homes from Freedmen's Village. The workers are arriving with their tools and they are anxious to get to work. Now you are the last home standing in Freedmen's Village. You have been vacant for years. The workers have just begun to rip off your wood siding. Write a paragraph telling what you see, have seen, or will see.

Option #2: Writing a newspaper account

June 1940

You are a reporter who has been selected to cover this story of the government demolishing the remains of Freedman's Village. Write a newspaper account of the demolition.

Document Worksheet:

June 24, 1865 Letter

1. Was this letter written before, during, or after the Civil War? _____

2. What might be the differences in primary and higher school? List at least three.

   a. _____

   b. _____

   c. _____

3. Is attendance for this week better or worse than the week previous? _____

4. Why do you suppose there is a decrease in attendance? List 4 possible reasons:

   a. _____

   b. _____

   c. _____

   d. _____

5. H. E. Simmons was an agent from the American Tract Society which ran what institution in Freedman's Village? _____

6. What is the intent or purpose of the letter? _____

7. Who was the author of the document? _____

8. To whom was the document addressed? _____

For the next two questions, give two suggestions to H. E. Simmons for improving attendance:

9. _____

   _____

10. _____

    _____

Document Worksheet - Answer Key
June 24th, 1865

1. after
2. answers will vary
3. worse
4. answers will vary
5. school
6. The purpose of the letter is to report the school attendance in Freedman's Village
7. H. E. Simmons
8. George B. Carse
9. answers will vary
10. answers will vary

Freedmans Village June 21st 1865

Capt Geo B. Carse U.S.C.C.
Supt &c.

Sir

I have the honor to report the attendance at schools in this village for the current week to be as follows

Date	Primary				Higher			
1865	Boys	Girls	Total		Boys	Girls	Total	
June 19	38	63	101		70	71	141	
20	47	56	103		70	72	142	
21	42	45	87		73	75	148	
22	48	56	104		72	74	146	
23	44	55	99	91 4/5	71	69	140	143 3/5

being an average of 272 2/5 in actual attendance or a decrease of nearly 15 from last week

I remain Captain
Your Obt Servt
N. E. Sammons
Agt Assistant Supt

Document Worksheet:

March 2, 1866 Letter

1. What kind of document is this? (check one)

   _____petition _____telegram

   _____letter _____newspaper article

   _____map _____census report

2. From what office was the letter dispatched? _____

3. What idea was the author of the letter trying to convey? _____

   _____

   _____

4. What was the rank of the person sending the letter? _____

5. List at least 3 reasons why there might be a need for a guard at Freedman's Village:

   a._____

   b._____

   c._____

6. How many years ago was this document written?_____

7. Why do you suppose the fences on the Arlington farm might be destroyed? Give at least 3 possible reasons.

   a._____

   b._____

   c._____

8. Copy the letterhead from the document to this space.

   _____

   _____

   _____

9. Write the closing in this space._____

10. What is the rank of the person getting the letter?_____

Document Worksheet - Answer Key
March 2, 1866

1. letter

2. Headquarters Ass't. Commission of the District of Columbia - B.R.F.A.L.

3. That the officer in charge of the guard at Freedman's Village prevent the destruction of fences

4. Captain

5. answers will vary

6. varies on what year the activity is done

7. answers will vary (be sure to mention possibility of using for fire-wood to keep warm)

8. Bureau Refugees Freedmen and Abandoned Lands
Headquarters Ass't. Commissioner, District of Columbia

9. Very respectfully
Your obedient servant

10. Brig. General

Bureau Refugees, Freedmen and Abandoned Lands,
Headquarters Ass't Commissioner, District Columbia,
Washington, March 2 1866.

Brt. Brig Gen. C. H. Howard
Asst. Commissioner

General,

I have the honor to request that the Officer in charge of the Guard at Freedmen Village be directed to take measures to prevent the destruction of the fences on the Arlington farm

Very Respectfully
Your Obdt. Servant
J. M. Brown
Capt 14th U. S. A.

Document Worksheet:
Feb. 25, 1867 Letter

1. What was Laurence recommending?_____

_____

2. What was his compensation to include?

   a._____

   b._____

3. What were Peterson's responsibilities to be?

   a._____

   b._____

4. Why do you suppose it specified the race of the person on the form?

_____

5. What Bureau ran Freedman's Village? _____

6. What was the title of the person who received the letter? _____

7. What was the pay rate per month offered?_____

   What monthly pay rate do you think a person would receive today for similar work? _____

8. Why do you suppose this letter had to be written? Why didn't the man go and secure the job for himself? _____

_____

9. How many years ago was the document written?_____

10. Classify the document:

_____letter	_____cartoon
_____telegram	_____map
_____memo	_____census records

Document Worksheet - Answer Key
Feb. 25, 1867

1. Laurence was requesting that John Peterson be employed in Freedman's Village.

2. a. $15 per month
   b. rations

3. a. To assist in doing the work about the "Home" and the Village.
   b. To see that the work in those areas is promptly done.

4. Perhaps there were two wage scales. (Other answers are possible).

5. Bureau of Refugees Freedmen & Abondoned Lands

6. Brig. General

7. $15.00 (answers will vary)

8. A letter was required for employment.

9. Varies on what year it is done.

10. Letter

Bureau Refugees Freedmen & C.
~~Freedmans Village Va~~
February 25th 1867

Bvt. Brig. Genl O. H. Howard
Asst. Commissioner
Washington D.C.
General

I have the honor to request that John Peterson (Colo) be employed at a compensation of Fifteen "15" dollars per month and rations, to assist in doing and to see that the work about the "Home" and Village is promptly done -

I am General
Very Respectfully
Your Obedient Servant
A. A. Lawrence
Capt. U.S.C. and Supt

Document Worksheet:

Feb. 28, 1867 Letter

1. What is being requested in this document?

_____

2. Why was this item needed?

_____

3. List 6 facts we know about Jerry Savage.

a._____ d._____

b._____ e._____

c._____ f._____

4. What is the name of the hospital at Freedman's Village?_____

5. Who wrote the letter?_____

6. Who received the letter?_____

7 What was Savage's occupation?_____

8. To which Bureau was this sent?_____

9. Imagine you are the doctor in charge of informing this young man's family that he has had his leg amputated. Write a letter in your best handwriting explaining the situation to his loved ones. (Use reverse side).

10. How many years ago was this document written?_____

Document Worksheet - Answer Key
Feb. 28th, 1867

1. An application is made for an artificial leg for Jerry Savage.
2. Jerry Savage had his leg amputated due to frostbite.
3. Answers will vary.
4. Abbott Hospital
5. G. A. Wheeler
6. C. H. Howard
7. government worker
8. Bureau of Refugees, Freedmen & Abondoned Lands
9. Letter should be written.
10. Answers will vary (depending on year it is done)

Abbott Hospital
February 28th 1867

Bvt. Brig'd. Gen'l. C. H. Howard
Apt. Com. D. of C. Bureau
R. F. & A. L.

General

I have the honor to make application for an artificial leg for Jerry Savage - single - aged 29 yrs. - Has been in Gov't service, though not as a Soldier. His right leg was amputated at the middle third, at Frederic Md. in the year 1862 - by Dr. Baer.
Cause. - Mortification resulting from Frost Bite.

I am Sir
very Respectfully
Your Obed't Serv't
G. A. Wheeler
A. A. Surg. U.S.A.
In Charge

Through
Bvt. Lt. Col. Robert Reyburn
Surg. U. S. Vols + Surg. in Chief
D. of C. Bureau R. F. & A. L.

Document Worksheet:

July 11, 1868 Letter

1. What audience is the government addressing in this letter?

_____

2. What is the message of this letter? _____

_____

_____

_____

_____

3. How many years ago was this document written?_____

4. To whom is the document addressed?

_____

5. Where would the sick in the hospital and the inmates of the "Home" be moved? _____

6. "Your obedient servant" was a popular closing in the time period studied. List at least three closings which are popular at this time.

a._____

b._____

c._____

Add a few more if you can think of some._____

_____

7. What bureau of the government had responsibility for Freedman's Village after its establishment in 1865?

_____

For 8, 9, and 10, explain what responsibilities the Bureau of Refugees Freedmen & Abondoned Lands might have for each of these categories after the Civil War.

8. Refugees:_____

9. Freedmen:_____

10. Abandoned Lands:_____

Document Worksheet - Answer Sheet
July 11, 1868

1. The superintendent of Freedman's Village and possibly its inhabitants.
2. An attempt will be made to close the Village down.
3. Varies on when the activity is completed.
4. D. H. Howard or Supt. of F.V.
5. To Washington, D. C.
6. Answers will vary
7. Bureau of Refugees, Freedmen & Abandoned Lands
8. To help the people who were homeless and displaced as a result of the war.
9. To help the freed people make the transition from slavery to freedom.
10. To oversee the abandoned lands, including many plantations.

(other answers as well are possible on 8, 9, and 10).

Bureau Refugees, Freedmen, and Abandoned Lands,

Headquarters Ass't Commissioner, District Columbia.

Washington, July 11th, 1868.

D.T.K. Howard

Supt. of Freedmens Village, Va.

Doctor:

It having been decided by this Bureau to discontinue as soon as practicable the present establishment at Freedmens Village, Va, the Assistant Commissioner directs that you inform all the employés under your charge that their services will probably not be required after the 31st instant, as by that time (if possible), the sick in the Hospital and the inmates of the "Home" will be removed to Washington D.C, and the property will be turned over to the proper accounting officers.

Very respectfully
Your obedient servant,

E.M. Smith
Asst Adjt

L. Book No. 761.

Document Worksheet:

Oct. 23, 1968 Letter

1. How many years ago was the letter written?_____

2. What does "Bur. R. F. and A. L." stand for?

_____

3. In what town or district was the letter written?_____

4. What is the message of the letter? _____

_____

_____

5. List at least five facts we can surmise about the land.

a._____

b._____

c._____

d._____

e._____

For questions 6-8 refer to the signature. In the lower right corner is a signature.

6. What do the words and symbols his X mark indicate? _____.

7. Why would there be need for a witness?_____

_____

8. What is one possible reason why the government would be renting the land?

_____

9. What is C. H. Howard's position:_____

10. Imagine that you are C. H. Howard writing a response to Elias Plummer. Think over what your response will be, then write it on this page or on another sheet. (Use your fanciest handwriting).

Document Worksheet - Answer Key
Oct. 23, 1868

1. Answers will vary depending on year used.

2. Bureau of Refugees, Freedmen & Abandoned Lands

3. Washington, D. C.

4. A request is made that Elias Plummer be allowed to rent 10 acres from the government.

5. a. some of the land was rented.

   b. the land was rented in 1868 and 1869.

   c. the land in question is 10 acres.

   d. the land was formerly rented by Mr. Syphax.

   e. the land contains a brick stable.

   others

6. The words "his mark" indicate that the man was unable to write and had another write the letter for him.

7. There would be a need for a witness so the man would not be fooled into making his mark on some other document.

8. Reasons will vary

9. Brig. General

10. Letter should be written.

Washington D. C.
Oct 23rd 1868.

Bt Brig Gen C. H. Howard
Assistant Commr Bur. R. F. & A. L.
District of Columbia

General

I Respectfully request authority to rent, for the coming year, (10) ten acres of land, on the "Arlington Estate", west of the canal, being the land rented the past year by Mr Syphax.

This land includes a brick stable, which I agree to take care of and to turn over in the same condition (ordinary wearing excepted) as it is now in.

Your Obedient Servant

Elias his × Plummer
mark

Witness J. J. Otto

Freedman's Village

Lesson #3

Time: 3-5 class periods (model building will take longer)

Grade Level: 7th Grade
American Studies

Materials Needed: Large teacher-made chart listing the options and numbers that correspond to "Projects related to Freedman's Village"

Primary Source Material from Packet

Books from Bibliography

Books from your school library and Arlington Library

Evaluation Sheet for student's presentation

Instructional Goal: To have the students become active participants in the process of historical research

Learning Objectives:

1. Students will be able to identify at least 3 sources of information for their topic.
2. Students will create an end product; oral report, paper, map, model, photos, tape ... on which research has been done. Some of what they have learned during this phase will be shared with the rest of the class.
3. Students will be able to identify at least 3 problems faced by the freed negroes.
4. Students will be able to identify at least one difficulty that the historian faces.

Teacher	Student
Says something like: "Are there any questions about the journal assignment or about what we discussed yesterday?" Responds to questions. Has a few volunteers read journal entries and collects them all.	Asks questions
Says something like: "We will spend the next few days researching the topic of Freedman's Village. Since we don't have time enough for everyone to study every aspect of our topic, we will instead break the research up into narrow topics. Each of the topics is important because it will help us piece together the whole puzzle of Freedman's Village."	Listens
Hangs up large chart with spaces for names. (Next to each write the maximum number of people that you want to work on the topic - models may need 3, most of the others 2). Passes out sheets which is called "Projects Related to Freedman's Village."	Reads "Project Sheets"
Says something like: "I will now read the directions related to the projects. Follow along with me.	
Reads sheet of directions.	Listens
Says something like: "Before you choose your topic, let's brain storm for 3 minutes on where you might get information on this topic of Freedman's Village. (Accepts all suggestions without exception. Makes no judgments).	Calls out ideas
Writes students' ideas down on board. Where else could you find information? Show students where the material she has collected from the packet in the library is located in the room.	Continues to call out ideas
Points out any major works that have been omitted, including school library, pamphlet file, bibliography and articles in the classroom.	Listens
Has a student make a copy of the suggestions for sources on a large sheet of paper for future students to use.	
Says something like: "After you have decided which topic you want to research, come up to the large chart and sign your name."	Comes up to chart and signs up for a topic
Points out articles, letters, books when relevant to student topic.	Asks teacher for help Starts to dig for information

Teacher	Student
Gives assistance when needed.	
Continues for several days until ...	Goes to other sources of information, school library, central library, people in the community
On the day when most of the groups appear to be almost finished, the teacher announces "Tomorrow we will begin to have the student presentations on the topics you have selected. The model builders who are not yet finished will present their creations to the class when they are finished or at the end of this unit."	Researches Plans presentation
Asks questions.	
Answers questions.	
Asks for volunteers to present projects or call on people.	Presents project Becomes the "resident expert" on his/her topic Answers questions asked by teacher and classmates
Evaluates each project with the Evaluation Sheet for Student's Presentations and gives a grade and comments.	Reads evaluation and gets grade
Continues evaluating rest of projects.	
At the end of the evaluation phase the teacher asks questions to review and clarify the information that was presented. (Questions asked depend on what is presented).	Answers questions
Asks something like: "Now that you have carried out some historical research, what are some of the difficulties that the historian faces?"	Answers will vary

EVALUATION SHEET FOR STUDENT'S PRESENTATIONS*

	not at all	fair	good	very good
1. Was a clear, logical sequence followed?	1	2	3	4
2. Was the subject adequately covered?	1	2	3	4
3. Was the project interesting and relevant?	1	2	3	4
4. Was the topic covered original and creative?	1	2	3	4
5. Was the method used to present the project adequate: did the person speak clearly, etc.?	1	2	3	4
6. Did the presentation provoke discussion?	1	2	3	4
7. Did the students present and defend their positions?	1	2	3	4
8. Were questions answered correctly and to the point?	1	2	3	4

Comments:

Questions about the project:

Grade: _____

_____ NAME OF PROJECT

_____ STUDENT

_____ TEACHER

*Taken from Techniques of Classroom Management

Projects Related to Freedman's Village

Student Directions

Because we are limited in the amount of time that we can invest on this unit of study on Freedman's Village, we will need to specialize. Each group of 2 students will become experts on a certain area about Freedman's Village, and after researching will have the opportunity to share the findings with the rest of the class.

You should expect that in addition to in-class time working on this project that you will need to work in the Central Library, or at home. When you make your presentation to the class be sure you have all the materials you need. Be sure to arrange for any equipment you need with the audio/visual specialist. You will receive a grade for the presentation.

Write your name on this large chart in the blank space next to the number of the project for which you will be held responsible. If you have a different idea which is not listed on this sheet, please ask your teacher for approval.

When you finish your project you may help the model builders (if they want assistance), or you may assist in someone else's project, or you may choose another topic which has not yet been chosen. You should be ready to report to class on _____.
(date)

Project Ideas

1. Make a model of Freedman's Village using the village plan and sketch by A. R. Waud as your guide.

2. Create a large scale time line of events from 1863-1888 which relate to Freedman's Village. Use a roll of paper and be sure to include all the important events. Hang it on the wall when you are finished.

3. Listen to music that was popular during this period (1863-1888). Tape at least five songs which make reference to the freedmen. Analyze what the message of each song appears to be. Prepare a song to sing to the class, as well as the tape.

4. Make a model of one of the homes of the Freedmen who lived on the Arlington Estate. Use both A. R. Waud's drawing, written descriptions and the plan for the village to make an accurate model.

5. Research religion and religious practices in Freedman's Village. Mt. Zion and Mt. Olive were both located in Freedman's Village. Find out where the church(s) were located and identify their location on a map. Explain the importance of religion in this community.

6. Compare census data for 1860 and 1870. What can we tell about the people from this? What can we tell about their lifestyle? Housing? Families? Jobs? Write a paper comparing your findings.

7. Research and prepare a report on Sojourner Truth during her one year's stay as a counselor at Freedman's Village. An especially useful source is Sojourner Truth Narrative and Book of Life: A Bonds Woman of Olden Time, which is available at Central Library.

8. Plan and make a model of the Superintendent's home at Freedman's Village. Use the available plans as a starting point. Compare this home to the the homes of the freedmen.

9. Make a map of Arlington County today showing the site of Freedman's Village, Masons Island, Potomac River, the Arlington House, and any other places of importance. Be sure to create a key for your map and to give credit to any sources you use.

10. Photograph or take slides of everyone at work on their projects in class showing the process from start to finish. Also take slides of maps, charts and other materials. (Film will be provided). Document each picture.

11. Research and find out if Freedman's Village is on the list of historic places of Virginia, or if there is a marker showing its location. If there is one, take photos or slides of it. If there is not, then find out how we could go about getting it included. (Sara Collins who works in the Virginiana Room upstairs at Central Library is a great resource as it is the Arlington Historical Society.)

12. Find out all you can about the size, function, number and shape of the buildings constructed at Freedman's Village. Use both visual and written sources. List your information in chart form.

13. Plan and write an illustrated children's book on the history of Freedman's Village or the housing at Freedman's Village. Be sure that all you include is accurate. Type your book and add illustrations. Get your book bound (see your teacher for help).

14. Create a newspaper that will be organized around the topic of Freedman's Village. Be sure to include articles you write from at least three different time periods.

15. Write a paper on the topic "How life would have changed for the freedmen if central heating and electricity were available to them in 1863." Be sure you research what was available to them at Freedman's Village in Arlington at this time.

16. Analyze the photos we have of Freedman's Village. What can we tell about the people, their homes, their village, their values ... from these photos? See if you can locate one more photograph of Freedman's Village.

17. Research, then decide based on that evidence whether Freedman's Village was a community or a neighborhood. List all your reasons to support your idea. Be ready to explain your choice.

18. Find out what happened to Freedman's Village. Where is it today? What remains can be seen? Read the series of letters available in the classroom which discussed the closing of Freedman's Village. Then find out what the land is being used for today. If possible, use photos or maps to support your ideas.

19. Research and write the history and practices of the school at Freedman's Village. (A good source is The Report of the Executive Committee of New England Yearly Meeting of Friends). Include factual data. Find out who ran the school, how it was run, what the building was like, how it was heated, and what the students studied. Draw a sketch of the school house.

20. Plan a celebration to commemorate Freedman's Village. Decide when, where, why, how it should be celebrated, and who should be invited. Decide how to advertise it. Create a program, an invitation, and an ad for it. Decide on your menu. On what date should it be celebrated?

21. Compare and contrast the homes of a freedman with your home today. If the home is the center of human activity, then list all of the functions that home provided in the time of Freedman's Village and then in the present. Also, compare the "gathering places"of today and those of the Village in the past. Use factual information to support your theory about what were the gathering places in Freedman's Village.

22. Imagine that you are an architect who has been hired to redesign the existing homes of Freedman's Village in the year 1870. Keep in mind ways to make the home better and more useful to those who live there. Then draw either a floor plan (birds-eye-view) or an elevation view (side view of each side).

23. Plan, conduct, and transcribe an oral history project with a son or daughter of a person who lived in Freedman's Village. Check with your teacher for suggestions of who to interview. Tape the interview and share with Sara Collins - who runs the oral history project at Central Library.

24. List all the jobs held by the freedmen and women in the village. Be sure to read all of the articles, books and census information to make your list as complete as is possible. Then make some generalizations about the jobs you listed.

25. Research what the Freedmen's Bureau was and also find out why and where else the camps for freedmen were set up locally. Make a map showing the states which set up similar Freedmen's camps. Then make a map showing the local camps.

26. Read all the material we have collected about Freedman's Village then write at least 50 situations (on 3x5" or 5x8" cards) which could be used to play charades.

27. Create a picture file of photos, drawings, and sketches of other building of times (1863-1888). Collect these then compare construction, decoration and architectural style with the homes and public structures at Freedman's Village. (A good book to use would be America in 1876). Compare and contrast the items you find.

28. Find out what the connection is between Freedman's Village and the present black communities in Arlington. Make a map to show your findings. Include the names of the neighborhoods.

29. Write a concise history of Freedman's Village from start to finish.

30. Research the history of the Arlington Estate from 1850-1980. Cover the main points and periods and include maps.

31. Design a Questionnaire which will be used to gather information about the Freedman's Village. Keep in mind that many descendents of those who lived in Freedman's Village are good sources and still live here in Arlington.

32. Take the list of questions which were raised in your class and answer them using the documents in the classroom.

33. Create your own idea and get teacher approval.

Freedman's Village

Lesson #4

Time: 2 class periods; another for debriefing and looking at documents.

Grade Level: 7th Grade
American Studies

Materials Needed:
Washington Post article - December 7, 1887
New York Herald article - December 8, 1887
Copies of Freedman's Village: A Simulation Game
Letter from John Syphax
Copies of role cards
Letter dated November 12, 1887 to the Quartermaster
Brief dated November 15, 1887 from the Quartermaster

Instructional Goal: To have students understand that a crisis situation existed in Freedman's Village in December of 1887, by using primary source materials and by role playing.

Learning Objectives:

1. Students will be able to list at least four reasons why the government wanted to close down Freedman's Village.
2. Students will be able to compare the actions suggested by the student group with the actual decision made on December 7, 1887.
3. Students will be able to give examples of both primary and secondary sources.
4. Students as a group will be able to compare the two points of view in the articles.

Teacher	Student
Calls for a few volunteers to read Journal entries. Announces something like: "Today we will all take roles as citizens in Freedman's Village in the year 1887. We are faced with difficult decision of what action we should take to the announcement by the Quartermaster General that our community, Freedman's Village, is to be closed."	Volunteers
Asks students to look at a few documents related to that decision.	
Teacher asks: "What reason is given by the Quartermaster's department for closing Freedman's Village?	Answers question
Chooses a person to play the minister's role (card #4). This person will lead the crisis meeting.	
Passes out Freedman's Village A Simulation Game sheet to everyone.	Reads role card
Says something like: "Follow along with me as I read the instructions."	Listens
Reads instructions part 1 - background, then passes out role cards.	Listens to instructions
Reads part II.	Jots down possible actions that you would like to have considered in this meeting.
Takes a role card and participates.	Participates in meeting. Minister leads meeting. Deacon writes ideas on board
	Suggests possible actions for the group to take

Teacher	Student
Asks certain "townspeople" what their thoughts are on the issue to encourage participation.	When a general consensus on the action is reached, the game is over (or when the teacher feels the time is right - one full period works well. Allow time for debriefing.
Says: "Now let us look at two newspaper articles from December 8th - The New York Herald and the Washington Post so we can find out what actually happened at that meeting.	
Passes out the articles to each class member.	Students read Herald article.
Asks: "What did the Freedmen actually decide to do at the meeting on December 7, 1887? How does this decision compare with ours?"	Answers
Gets volunteer to read to the class the Post article of December 7, 1887. Define point of view. Give examples of point of view.	Reads Post article.
Asks students to write one sentence for each of the two newspaper articles showing the point of view of the writer/newspaper on this issue.	Writes sentences comparing points of view of the Herald article of Dec. 8, 1887 and the Washington Post article of Dec. 7, 1887.
Summarizes - asks if there are any questions.	Asks questions
Introduces letter which was written by John Syphax to the Secretary of War. Gets another volunteer to read it.	Volunteer to read letter Listens to letter - raises questions
Defines primary and secondary sources and asks students to give examples and classify the documents we have examined today.	Gives examples Classifies documents

FREEDMAN'S VILLAGE SIMULATION

Date: December 7, 1887

Place: A Church in Freedman's Village on the Arlington Estate, Arlington, Virginia

Time: Early evening

Who is present? Over 200 community members of Freedman's Village, reporters, officers from Ft. Myer, and others.

Background: Part I Many stories have been spread regarding why the army wants the village to be moved out of the area where it is presently located. Yesterday when the notice came announcing that all the villagers had 90 days to leave their homes and relocate to another area, the villagers (some who had lived here for nearly 25 years) were visibly shaken. A small committee went to Ft. Myer to see if in fact they had the story correct. When the people selected came back to the village and told the others that the orders were correct, the response was overwhelming. It was decided that a meeting should be held tonight to give the villagers a chance to plan what to do in response to the order and also to give them a chance to vent their feelings. According to the commander at Ft. Myer, the reason given for closing down the village was because a few years back someone stole some trees from the Cemetery during the winter time and that by allowing the villagers to remain in the area future theft might also occur. Some of the newspaper accounts tell us, however, that the government has plans to build a highway to Mt. Vernon, a memorial bridge, a big park and also plans to expand the Cemetery. The purpose of this meeting is to decide what to do.

Part II Now read your role card and try to "become" that person back in 1887. While you are waiting for the minister to start the meeting, jot down in this space any ideas of the actions that you think you would like this meeting to consider. When the simulation is over we will read a newspaper article to see what really happened.

Reminder: The minister is in charge of the meeting and he will call on you. Please raise your hand when you are ready to speak.

Write: Your ideas for what actions are to be taken at this meeting.

You are a member of one of the several hundred black families living in Freedmen's Village. You have owned your home for 14 years and have it all paid off. You have paid rent for the land where your home is located for the past years as well. The government has just offered to pay you $18.00 for your home, even though you have added a chicken coop, shed and new door. You have kept your home in good order and whitewashed it each year. You feel that $300.00 would be a fair price for your home. Not a penny less would be fair. You do not want to leave the village but if you are forced to go, you want a fair price for your home.

(1)

You are a person living in Freedmen's Village who does not own your own home. You never bought a home because it has been difficult for you to find steady work for more than about four months of the year. You have found it difficult enough to feed your family and you are thankful when you can earn enough to keep their bodies healthy. You are fearful for the members of your family and what the future will hold in store for them.

(2)

You are the Supervisor at the Mule Pens on the Arlington Estate. You have 14 men from the village employed in the pens and you don't want Freedmen's Village to close. Some of the men have been working for you for years. You realize that you'll have to hire new people at a higher rate if these men of the village move to more remote areas.

(3)

You are the minister of this lovely church where the meeting is being held. Because you are a respected member of the community and because you know how upset some of the villagers are, you have volunteered to lead the meeting tonight. You are very concerned about the future. You are trying hard to accept the situation by praying and having faith that all will work out for the best. You main responsibility during the meeting includes keeping order, calling on residents and keeping the meeting on track. Your objective is to have the group decide on what action to take in response to the announcement that the village will close.

(4)

You have been a law abiding citizen in Freedmen's Village for 14 years. You've always been a hardworking and honest person. On this issue of closing down the village because some trees were chopped down in the dead of winter -- you are angry beyond words. Come up with a plan of how to best deal with this crisis situation.

(5)

You are a reporter from the New York Herald who is covering this meeting at Freedmen's Village. Make yourself a "press pass" so the villagers know who you are. Your newspaper has taken a kindly view towards the situation in the village and you also feel that they have been swindled out of their homes.

(6)

You are a community member who feels that the reporter here from the New York Herald newspaper, and the paper itself are on your side on the issue of being asked to leave your homes. You feel that there is nothing to worry about now that the leading newspaper of America is on your side. You feel that you don't need to fear any of the politicians and land developers that are in Washington, D.C. Your goal is to convince your fellow villagers that nothing will change and that there is nothing to worry about. You really don't want any action to be taken. You want things to remain as they are.

(7)

You are a person who looks on the bright side of things. You accept the fact that people will be forced to leave their homes. You should try to encourage other community members to look to the future with a positive outlook. You just want to be sure that the whole community stays together wherever you are relocated.

(8)

You are an officer from Ft. Myer, a guest who was invited by the villagers. You do not desire that the people of Freedmen's Village be moved. Much of the labor for the past 25 years at Ft. Myer at the officer's and the enlisted men's quarters has been performed by the villagers. The pay system works to the advantage of the army because the rent of the land is paid in labor. Make a small badge for yourself identifying yourself as an army officer from Ft. Myer.

9

You could not believe the news that you heard yesterday about closing down the village. You have been farming a 10 acre parcel of land since 1866 and you are worried about the future of your family.

10

You are one ofthe village leaders who went to visit Fort Myer yesterday to confirm the bad news that had been circulating around the village. Your worst suspicions were true. People in Freedmen's Village look up to you so be sure to think over the best possible action for this meeting to take.

11

You are the assistant deacon at the church where the meeting is being held tonight. While the minister runs the meeting, your job is to list all the ideas of what to do on the slate (blackboard). You may also feel free to express your personal thoughts when you feel the time is appropriate. You are concerned about what will happen to this beautiful brick church if the village is moved.

12

You love your family, your friends and the life you've made for yourself here at Freedmen's Village in Arlington, Virginia. You've seen your children grow up here and it is the only home you've known in you life as a free person. You have seen the village grow from just a neighborhood into a real community. You are hopeful that some action will be taken tonight that will show the government that these homes and friends are the only life many of you have known.

13

You are a carpenter and see the moving of the village as a possible opportunity for you. Most everyone will need new homes wherever they move and you might as well be the one to make the profits. You encourage the acceptance of the plan.

14

You are one of the men of the village who people look up to. You want to have this assembly of people tonight send a small group of representatives to express the concerns of the group to the Quartermaster General. You would like to be on such a committee to help negotiate a solution to this difficult decision.

(15)

You are upset by what you have heard the past few days. You realize that the government is much larger and more powerful than a small group of some 350 families who remain in the village. However you feel that the best way to show your dissatisfaction with a situation is to vote against the person the next time they are up for election. You will encourage all the people there to support candidates who will further the cause of the community.

(16)

You are very concerned about the practical matter of how the villagers will be able to make this exodus from the village in the coldest part of winter. Yesterday the notice came that the villagers had three months to prepare for the move. That would put moving day in early March. You are worried that some people will die if forced to move in this dredful winter season. Perhaps you could suggest a more gradual move starting in the springtime and finishing up in the summertime when the weather is better.

17

You are concerned that the government will not pay you enough for your home and the outbuildings to cover the expenses which come from moving. You want some guarantee that a fair price will be paid.

18

You think that the real reason why the government wants you and your fellow friends from Freedmen's Village off the land you now hold is because they want to build a park, a new road to Mt. Vernon or a new Memorial Bridge. You think the incident of a few years back involving the chopping down of some trees in the cemetery is being over-dramatized to cover up the real intentions of the federal government.

19

It makes you angry that the war department has branded you and all the other families in the Freedmen's Village community as thieves because of a few unknown people who took wood from the Arlington Cemetery in the coldest part of the winter. You will agree to move on the terms of the government however you will insist that you get a certificate of good character at the same time.

20

You are a strong believer in your religion. You remind your fellow brethren throughout the meeting that they are not entirely alone in this difficult decision ... that the "Lord" is with you all ...

21

You have put some of your scanty earnings aside each month to help buy books for the school. You have labored for long hours on hot days helping to build this very church and you feel you have done everything according to the rules that were set up by the Quartermaster's department. You do not understand how this situation could happen. You are undecided right now as to what to do.

22

You are a young person of twnety-one years of age. You were born and raised in the village. You attended school and church here. You are ready for a change in your life and since you feel that the government will win out in the long run on this issue, you encourage accepting the government's offer.

(23)

You are a member of the Freedmen's Village community who feels that you should organize and stand up to the government in some way however at this point you are not exactly sure how to do that.

(24)

You do not want to leave your home which you have lived in for 9 years. You feel that you were led to believe that the land would be yours to use for as long as you wanted to live there. You think that land speculators are trying to get the land to make a big profit off whatever project they decide to set up here. You are angry at the government.

(25)

New York Herald - Thursday Dec. 9, 1867

Industrious Colored People To Be Evicted to Satisfy Speculators.

HOMES ON GOVERNMENT LAND.

Fair Rental Value Paid but They Must Go Nevertheless.

TO APPEAL TO CONGRESS.

[FROM OUR REGULAR CORRESPONDENT.]

HERALD BUREAU,
CORNER FIFTEENTH AND G STREETS, N. W.,
WASHINGTON, Dec. 7, 1867.

An attempt to deprive several hundred colored families of their homes is being made in this vicinity in the interest of several speculators; but

It is proposed by these speculators that these poor and helpless colored men, women and children shall be driven out of their little homes next February in the bleakest part of the winter—homes in which they have lived undisturbed for nearly a quarter of century, and which in every case they have paid for.

By some curious trick, which remains to be explained, the War Department has been deluded into issuing an order favoring these speculators and inhumanly evicting these poor and helpless people—all of them honest laboring people—from their little homes.

They are the residents of freedman's village, a settlement opposite Washington, and have been ordered by the Secretary of War, through Major General Schofield, commanding the Department of the Atlantic, to vacate their homes within ninety days.

The news of this order has caused the greatest consternation among a thousand poor negroes who for so long have not only occupied the ground unmolested, but under government protection and sanction.

THE REAL OR CHARGE.

The charges which are made the basis of military interference at this late day are believed to be wholly unfounded. The settlement existed before the cemetery, and for twenty years no one has ever before heard a word of complaint that it was the right hand of General's farm.

The charge that the settlers are now guilty of desecrating the grounds by cutting timber on the reservation they are subject to the order of the War Department. Nevertheless they, but for their homes from the owners and years have paid rent for occupation of the ground.

The government cannot deprive them of property it has sold without making fair compensation, and yet none is proposed. No public interest is assigned to justify the order for removal, and unless the War Department speaks with more precision than which a number of the settlers have purchased and less extended this period has never furnished us all the facts of the case the Secretary of War will countermand his order at once.

AN INDUSTRIOUS PEOPLE.

About two hundred of the men were assembled in the church last evening to consult for what action they should take in regard to the order of eviction.

One of the speakers, a man of intelligence, in a rude but impressive manner, said that he had built a house and had a family of children, and that many who are not permitted to work more than three months in the year find it hard enough to live. We are thankful if we can earn enough to keep life and soul and body together with that.

Others present spoke briefly upon the subject. They were all settlers on the land. They spoke as only men can speak whose all is at stake.

One of the speakers referred to the opposition of branding them all as thieves because one or two unknown members of their community had cut down an occasional stick of timber in the national burying ground. The sentiment expressed by him in conclusion, that he would submit to being driven away from the home he had acquired for the past quarter of a century, but that he would not submit to being given a certificate of good character at the same time, provoked the heartiest applause of the evening.

Another speaker congratulated the meeting that they were not slaves. He said the Lord was with them. He had raised up a friend for them in the New York HERALD, the leading newspaper of America. If the HERALD was on their side they need not fear all the politicians and land syndicates that could be gathered in Washington. At the conclusion of his remarks three cheers for the HERALD were proposed and given with a will.

A COMMITTEE OF INQUIRY.

It was finally agreed that the following resolution be accepted as the sense of the meeting:—

"Resolved, That a committee of five be appointed to visit the Secretary of War and most respectfully solicit from him the information as to whether any reports, as stated in the public press, charging the colored people of this county with theft of wood from the Arlington Cemetery, are true and whether such reports furnish the basis upon which they are ordered to leave said reservation."

The committee was then appointed to call upon Secretary Endicott to-morrow and report on Friday night. If they shall be officially informed that the order has been issued, then an appeal will be made to Congress and in other directions to prevent its provisions from being carried into effect.

HOW THE VILLAGE GREW.

The freedmen's village grew from the influx of fugitive slaves into Washington, which began in the fall of 1862 and swelled to a flood after the emancipation proclamation. Even before the President's preliminary proclamation of September 22, 1862, the War Department had begun to employ negroes as laborers and teamsters in the camps, corrals and depots about Washington, and the pay rolls of the depot and department quartermasters bore the names of fully ten thousand by the fall of 1863.

These men were paid $10 per month and one ration per day, and from the monthly pay of each a deduction was made for the support of aged, infirm and young blacks who, for sanitary and disciplinary reasons, were huddled together on a part of the Arlington estate, and governed and supplied by military officers, partly under the commanding general of the Department of Washington and partly under the Quartermaster and Commissary departments.

Upon the establishment of the Freedmen's Bureau the freedmen's village was turned over to General Howard, the chief of that bureau, and was administered as an establishment of that bureau till the bureau's work was discontinued. Since that time the village has had no other connection with the War Department than arose from its presence within the limits of a military reservation, as the Arlington estate is considered to be for practical purposes.

PROSPERITY WITHOUT PROMISCUOUSNESS.

A HERALD correspondent visited the place to-day and talked with the poor people.

The village lies along the river front, three-quarters of a mile southeast of Arlington Cemetery. It contains a population of five hundred souls. The houses are frame structures of one and two stories in height. With few exceptions they are neatly whitewashed, and their general appearance is indicative of respectability and thrift.

A pretty little brick church stands at the further extremity of the village, in which weekly services are held. The church could not have cost less than $1,500 or $1,800, all the expenses of which were borne by the colored people.

When the HERALD correspondent visited the village he saw the old fanatic who runs the school house was casting the children to and afternoon exercises. A glance indoors showed them to be as bright and intelligent a set of youngsters as could be found in any ward of white or black in the land. Their ages ranged from nine months of six and eight to twelve and fourteen years. The children were neatly dressed and apparently interested in their books.

The old woman reports that they were to be examined the people yesterday. It proved to be an interesting season, the simple village has had nothing since the emancipation. They would not believe it at first, but when the news was confirmed by a deputation of village patriarchs who visited Fort Myer the morning of the 6th the festivities

NEARLY BEGAN.

Many of the older people have lived in the village or its immediate vicinity for a quarter of a century. Many of them have seen their children and children's children grow up around them. The graves of little church yard over beyond the hill contain their dead. To leave the old spot means the old house and hospital for such of the inhabitants as are too aged or infirm to provide them even with new homes.

It should be remembered that some of these people need their homes by the hard labor of years. In all cases the houses were put up at the settlement originally, and a yearly rent of $— a year has been paid by the head of each household in addition to the taxes on the real estate. It is not to be wondered, therefore, that the inhabitants should, as years rolled by, come to regard their title as a fixed and legitimate one.

IMPROVEMENTS.

In this belief they built additions to their houses. They economized from their yearly savings and erected a church wherein they might worship God after the fashion of their and have populous communities. They purchased text books and sent their children to school.

All this they did out of the money earned by them during the long spring and summer as laborers in the employ of a brick yard near by. At the present time they are living idle for lack of work and contract.

The officers of the garrison at Fort Myer do not desire the removal of the colored people. Much of the labor about the fort and the quarters of the officers and men is performed by these black laborers, and the settlement of it is easy, since it can be arranged as part of the annual rent paid for their small places. It is one of the conditions of this annual payment that it can be paid in labor at the fort.

The village and the rest of the colored residents are so settled on the reservation as not to be near enough to any of the other occupants to cause annoyance.

The complaint on which the Secretary of War based his order comes from the superintendent of the Arlington Cemetery. He complains that the colored people steal wood. He even claims that they cut down trees on the cemetery grounds. This would be impossible if he and his employés did their duty in watching the limited portion of the reservation under their charge.

THE ONNOXIOUS ORDER.

Following is the enforcement of the report of the superintendent of the Arlington Cemetery by the Quartermaster General:—

"NOVEMBER 17, 1867.

"Quartermaster General submits suggestion of J. A. Comerford, superintendent Arlington National Cemetery, that the colored people on the Fort Myer reservation be removed on account of their stealing wood and cutting young trees, and for reasons sta ed recommends that the military authorities at Fort Myer be directed to serve notice upon all civilians residing on the reservation, and not employed by the government, that they must be removed therefrom within ninety days after date of notice."

"Approved as recommended by the Quartermaster General.

"By order of the Secretary of War,

"JOHN TWEEDALE, chief clerk War Department.

"November 24, 1867."

THE LAND QUARREL AT IT.

There are at least three schemes which are believed to be back of this strange order. There is a project of a great park to be established on the south side of the Potomac on the Arlington estate, and this cannot be carried out without evicting the colored people.

The Arlington Park is one part of the project for a memorial bridge over the Potomac, which gained some headway toward the close of the last Congress. The plan is to build the bridge from a point west of the White House to a point near the river entrance to Arlington.

Another project which seems to be connected with this affair is that of building Mount Vernon avenue from Georgetown to the new memorial bridge to Mount Vernon. There is also a large syndicate purchase of real estate, which would be benefited by the contemplated erections.

There is also a political element in the case. The votes cast by the colored citizens in the Arlington reservation have several times controlled the elections of Alexandria county.

A CHEAP TAKE JOB.

The Post, commenting on the order, says:—

"When the squatters have been removed the Arlington Park will be well to extend. There are between eleven and twelve hundred acres in the old Virginia estate, two hundred of which are enclosed within the cemetery walls. A few acres are used by the military as garden at Fort Myer and the balance, some nine hundred acres, would be available for a park at very slight expense. The cemetery walls would be kept by the government and can easily be passed by the aqueduct bridge. The proposed memorial bridge would also make the grounds easy of access.

"At the foot of the elevation on which the old Lee mansion and Fort Myer stand is a level area, comprising some two hundred acres, and this has already been set aside as a magnificent parade ground. It could be utilized for this purpose at the expense of a small sum, necessary to remove the dwellings. Mount Vernon shows what it is ever can be turned, within the limits of the Park. General Lee, the rebel proprietor from whom the Arlington estate is thought to have been taken."

BEST COPY AVAILABLE

Dec. 9, 1867

Washington Post Dec. 7 1887

LOCAL INTELLIGENCE.

THE EVICTION [illegible] FROM FREEDMAN'S [illegible].

THE COLORED PEOPLE MUCH DISTRESSED AT THE ACTION OF THE SECRETARY OF WAR—HOW THIS REMOVAL WILL AFFECT THE POLITICS OF ALEXANDRIA COUNTY.

A general feeling of uneasiness prevails among the colored people of the Freedman's Village, occasioned by the order of the Secretary of War evicting them from their settlement inside of ninety days. The village is situated on the Fort Myer military reservation, and, together with the outlying houses, stretches for a half mile along the Virginia bank of the Potomac southeast of the Arlington Cemetery.

Ever since the war these negroes have been occupying the land, many of them having come there as fugitive slaves, and been supported entirely for several years by the United States Government and afterward by the Freedmen's Bureau. The reason for their removal is that a number of depredations have been committed in Arlington Cemetery and the negroes are suspected of being the culprits.

J. R. Cummerford, superintendent of the cemetery, when seen by a Post reporter yesterday, said that he had recently made a report to Deputy Quartermaster G. B. Dandy, of Fort Myer, which in turn was forwarded to headquarters, in which he felt stating that serious depredations were being made in the cemetery in the way of cutting trees. He did not know positively who the guilty parties were, and had made no charges against individuals. "These depredations," he continued, "are committed in the dead hours of night, and have been going on for several years. My predecessors in office have made the same complaint."

[illegible] to learn what the progress had [illegible] about it, the reporter made a visit to the village, accompanied by Austin Scottan, an intelligent colored politician, whose forefathers belonged to the Custis estate. Cypher Knox Wilkins, a [illegible] in the Freedmen's village, whose parents were owned by his mother by [illegible]. He was born living there all his life—[illegible] years. He said the Freedmen's village was first established in 1863 and 1864. At that time [illegible] were simply small dwelling houses, two stories high, a [illegible], commissary building and a [illegible] sanitary hall were afterward added. These were subsequently removed.

"For several years," said he, "the negroes were entirely supported by the General Government. After 1869 they were made to pay rent for the use of the land, and many of them bought their houses. For their rent they gave so many days' work at the fort."

The village is a picturesque jumble of shanties, few of which are worthy the name of houses. There are about fifty or sixty in number, most of them a story and a half high with small windows. The inhabitants walk in the brick yards and pick up odd jobs around Washington and Alexandria. Thomas Owens, who acted as superintendent of the village, when questioned by the reporter said that he had been living there for twenty years. In 1868, he said, he bought the house in which he resided of Brevt. Maj. Gen. Brown, paying him $40 in money for it. He had the receipt somewhere, he continued, but could not produce it. He paid $20 per year ground rent. He said, working it out at the fort. Last Friday was the first time he had ever heard of having to move. He did not know why the Government had issued the order. As to the depredations at the cemetery, he said he did not know anything, but thought that the guilty parties ought to be reported to the Colonel at the fort. When asked if the people would suffer very much if compelled to move [illegible] where in the world to go for a home."

Lucy Harris, an old colored woman, was very much distressed about the matter, and inquired of the reporter if it were really true that they were going to be turned out of house and home. She said she had a receipt from the United States Government for the house in which she lived, and after a diligent search among a number of old papers finally produced it. It was as follows:

"October 31, 1868. Received of A. Harris and J. Brown, fifty dollars for building at Freedmen's Village. Signed W. Gaddy, for Brt. Maj. Gen. Brown."

The villagers claim that if their houses are to be taken from them, they ought to be paid for them by the Government.

The presence of the negroes on the reservation has had a curious effect on the politics of Alexandria County. [illegible] controlled the county, electing their very [illegible] their County Clerk, Commissioner's Attorney, Overseer of the Poor and Board of Supervisors. For twelve years and until about two years ago no report of the expenditures of the county was obtainable. Now, however, affairs are in better shape, owing to the fact that dissensions among the colored people have led to the election of some white officials. The question [illegible] the negroes cost the county in one year $4,000. It has been frequently argued that these people, being squatters on a government reservation, have no right to vote as citizens of Virginia, and this question has never been brought to a direct issue. They have been charged by the Government a nominal rent of 4c. per acre, but [illegible] per acre would go to work at the fortifications and the old men and invalids would work off the [illegible] by doing odd jobs at [illegible] the value of their labor would be [illegible] against [illegible] due for rent.

When the squatters have been removed the Arlington Park scheme will be revived. There are between 1,100 to 1,200 acres in the old Arlington estate, two hundred of which are enclosed within the cemetery walls, a few acres are used by the military authorities at Fort Myer and the balance, some nine hundred acres, would be available as a public park at very slight expense. The ground is already owned by the Government and can easily be reclaimed for the Aqueduct bridge. The proposed memorial bridge would also make the property easy of access. At the foot of the elevation on which the old Lee mansion and Fort Myer stand is a level area, comprising some two hundred acres, and this has already been suggested as a magnificent parade ground. It could be used for this purpose at the expense of a small sum necessary to secure thorough drainage. Mt. Vernon avenue, if it is ever constructed, would run through this park. Gen. Lee, the Representative from the Alexandria district, is thought to favor the idea.

THE BIGGEST JOB OF ALL.

Q.M.G. OFFICE 1887 947

BEST COPY AVAILABLE

The Honorable,

Wm. C. Endicott,

Secretary of War,

Washington, D.C.

Sir: Having been chosen by the colored renters living on the Arlington reservation as their representative to adjust their relation with the general government, I beg leave to present, for your honorable consideration, the following facts. As the army advanced, during the war, several thousand colored people, men, women, and children, of all ages, and every condition, were quartered on this place by the agents of the government. Many of this number were employed by the United States, a portion of their pay being withheld for the support of the aged and infirm. When buildings were erected, Gen.O.O. Howard entered into contract with each tenent, demanding payment in money for rent of land. After the abolition of the Freedmen's Bureau, they were required to work out rent at Fort Myer which they have continued to do until the present time.

Agents representing the government fully impressed upon thi people the idea that in some way they would come to possess a valid claim to a part of Arlington.

When many of them were taken with a colony to Hayti, and returned after the scheme was exposed, and their sufferings made known, they were told, perhaps as an apology, that they would

remain here.

Many began to plant trees, and make such other improvements as their scanty means would permit. They paid in ready money for their houses, churches, and other buildings, which were all sold to them by the government through its agent. About nine years ago, Lieut. R.P. Strong, then commanding at Fort Myer, gave permission to erect a brick church on the reservation, costing nearly two thousand dollars, and here again, they were made to believe that their stay would be indefinitely prolonged, therefore, several houses were built, and the spirit of improvement again revived. Many of these people have been soldiers, teamsters, workers on fortifications and sufferers by the freedmen's bank swindle. Although no taxes have been paid on the Arlington land, yet the colored people have been fully taxed upon their general property, and have been no unjust burden upon the community, because the small amount paid for labor enabled others to help in the work of education and care of the helpless. Coming from the shades of the past, these people have proven, in their new condition of self reliance, more thrifty, and less vicious than could be reasonably anticipated; and they have never failed, after the teachings, and traditions of their fathers, to implore Almighty God for help and protection.

There are about one hundred families here, who own their dwellings. Nearly all of these houses are so constructed, and in such condition of decay, as to be useless to take down and

move away; besides, contemplated improvements such as the Memorial-Bridge, Mount Vernon Avenue, The Aquaduct, and the Potomac flats, have made the price of land, in this vicinity, beyond the reach of the poor. I know not what may be the purpose of the government, or the pleasure of the Honorable Secretary in the premises, but if it be to take this property wholly for National use, I most respectfully ask that an appropriation be recommended of not less than three hundred and fifty dollars a-piece for each owner of a house, but to be apportioned according to merit, and the various conditions and circumstances by the "Board of Protection," consisting of five of their number which they have chosen to look after their local interests.

Twenty-four years residence at Arlington, with all the elements involved in this case inspire the hope that full and ample justice will be done even to the weakest members of this great Republic.

As many of the farmers desire to prepare their land for spring work, and are in doubt as to another year, I will be glad, as early as possible, to receive a replay to this letter,

Very respectfully,

Your obedient servant,

John B. Syphax.

Arlington, Va.,

National Cemetery.

November 12th, 1887.

G.B.Dandy,

Major and Qr.Mr., U.S.A.

Depot Quartermaster.

Sir:

I would respectfully report that for years past some of the colored people who live on the reservation have been in the habit of entering the cemetery during the late hours of the night for the purpose of getting wood for fuel.

On my arrival here, one year ago, I was informed that several hundred young forest trees, from 2 to 6 inches in diameter were cut down and carried away. The remains of these trees can yet be seen.

It has been the custom of these thieves, to use a cross cut saw to cut down trees. By so doing, very little noise is made, in order to avoid detection. It is said, that very few of these squatters buy any fuel, and depend mostly on what they can pick up within the enclosure. It would be necessary for a man to remain on watch all night, to arrest the guilty parties. It has been suggested, that the most effective way of preventing such thefts, is to cause the removal of these people from the reservation.

Very respectfully,

Your obedient servant,

J.A.Commerford.

Supt.Nat'l.Cemetery.

1st Endorsement.

Over.

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Depot Quartermaster's Office.

Washington,D.C.,Nov.15th,1887.

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Respectfully transmitted to the Quartermaster General of the Army, for instructions.

G.B.Dandy.

7384-'87. Deputy Quartermaster General,U.S.Army.
1 Enclosure.

2nd Indorsement.

War Department.

Quartermaster General's Office,

Washington,D.C.,November 17th,1887.

Respectfully forwarded to the Honorable,the Secretary of War. In Violation of paragraph #138 Army Regulations,amended by General Order #26,Adjutant General's Office,1883,civilians are residing upon the Military reservation,upon which the Arlington National Cemetery and the Military Post at Fort Myer,Va.,are located.

This occupation has continued many years,and since the title of the land passed to the United States by purchase,May 18th,1883,no steps have been taken for the removal of these occupants,mostly colored people.

In consequence of the complaints now made,it would seem to be proper that they should be ordered to vacate their holdings,giving them sufficient time for moving their property to prevent suffering

I therefore recommend that the Military Authorities at Fort Myer be directed to serve notice upon all Civilians residing on the reservation,and not employed by the Government,that they must remove therefrom,within 90 days after date of notice.

S.B.Holabird.

2447-'87. Quartermaster General,U.S.Army.
1 Enclosure,
1 Endt.

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Cemeterial,

3rd Indorsement.

War Department.

November 22nd,1887.

Approved as recommended by the Quartermaster General.

By order of the Secretary of War.

John Tweedale.

Chief Clerk.

4th Indorsement.

War Department.

Quartermaster General's Office.

Washington,D.C., November 26th,1887.

Respectfully forwarded to the Adjutant General of the Army,with request,that the orders necessary in this case,be given the proper Military Authorities.

S.B.Holabird,

Quartermaster General,

U.S.Army.

2447-'87.

Cemeterial.

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BEST COPY AVAILABLE

O.S.H.

Brief

2447-87 Nov. 15 '87.

The Depot Quartermaster
Washington, D.C.

Transmitted for instructions, a report of the Superintendent Arlington, Va., National Cemetery, in which he states that for years past some of the colored people who live on the reservation, have been in the habit of entering the cemetery late at night for the purpose of getting wood for fuel. It has been their custom to use a cross cut saw to cut down trees, and by so doing very little noise is made. It would be necessary for a man to remain on watch all night in order to arrest the parties; he therefore suggests removal of these people from the reservation, as the most effectual way of preventing such thefts.

Respectfully submitted -
There does not appear to be any thing of recent in this office regarding the sufferance of these people on the reservation. The signal office which occupy Fort Myer have extra labor from them from time to time on roads &

in lieu of rents to pay for this privilege - It seems to me to bring the matter to a point it would be wise to authorize the C.O. at Fort Myer, the suggest is to the Sec of War, to order them to vacate giving them two or three months to remove their effects. It would then be developed if they had any vested rights or authority

J. G. Chamberlain
A.Q.M.

Nov 17/87 Forwarded to the Asst. Adjt. Gen.

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Brief

2447-87 Nov 22 1887

The Hon.
The Secretary of War.

Returns, with his approval, endorsement of the Quartermaster General dated the 17th inst. recommending that the Military Authorities at Fort Meyer, be directed to serve notice upon all Civilians, not employed by the Govt, residing, on the Military Reservation upon which the Arlington National Cemetery; and the Post, at Fort Meyer, Va, are located, that they must remove therefrom within 90 days, after date of notice —

Respectfully submitted to the Quartermaster General, The Secretary of War, has approved the recommendation, that the squatters be removed from the reservations. I would recommend, in view of the endorsement of the Quartermaster General, that this paper be referred to the Adjutant General, so that the order may be through the Division Commander, to the Commanding Officer at Fort Meyer.

J. C. Kennedy
Deputy Q. M. General

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Freedman's Village

Lesson #5

Time: 2 class periods

Grade Level: 7th Grade
American Studies

Materials Needed:
Paper
Pencil or pen
Slide projector and slide
Memorial Worksheet
Post-test for Freedman's Village (class set)

Instructional Goal: To have the students understand the importance of historical preservation.

1. Students will make an oral hypothesis about what remains of Freedman's Village that is visible today.
2. Students will be able to compare and contrast the crisis situation in Freedman's Village with a personal forced move.
3. Students will design memorials to Freedman's Village.

Teacher	Student
Says: "Yesterday we played roles of the villagers from Freedman's Village when it was announced that they would have to leave. Let's bring the situation up to date and close to home. Imagine that when you were eating breakfast this morning your parents announced that you are moving out of the state next month. How would you feel? How is this like the situation at Freedman's Village in 1887? How is it different?	Listens Answers
Says: "I'd now like you to make a prediction about what you think happened to Freedman's Village - writes ideas on board.	Orally makes predictions
Note to teachers: If you are planning a field trip to Arlington House and to the area that once was Freedman's Village, please call Mrs. Fuqua or Agnes Mullins who will help make the arrangements. The activity listed below is meant for those who are not going on the field trip. A combined trip to Arlington House with a walk along the area where part of Freedman's Village was located would be ideal.	
Asks: "What remains of Freedman's Village?" Show slide.	Responds: Nothing of the Village remains, only gravestones.
Shows slide of R. E. Lee. Says, "How would life be different for these freedmen if Robert E. Lee chose to fight for the Union side?"	Answers
How can we document what we have learned about Freedman's Village?	Responds
Where can we find more information on Freedman's Village? National Archives Oral History Project Virginiana Collection at Arlington Library Many people ...	Names places
As one last project for Freedman's Village, I want you to create a memorial which symbolizes what Freedman's Village was and complete the assignment in 3 days.	Makes a model or picture or sketch
Says: "Why should we create a memorial to Freedman's Village?"	Answers

Teacher	Student
Encourage discussion.	Start "Freedman's Memorial" Worksheet in class. Finishes it for homework. (Some will make models at home).
Collects ideas for Memorial.	
Has student share memorials.	Shares memorial.
Invites students from other classes in to see models, memorials.	Explains information to other students.
Administers Post-Test same as Pre-Test)	Takes tests.
Ends with questions: "Why should Freedman's Village be preserved as a part of our heritage?" "How is Freedman's Village like/unlike: a. pre-Civil War slave quarters? b. Arlington House? c. a planned housing community of today?"	Discuss Discuss
Have students fill out answers to these question: I learned . . . I am surprised . . . I wonder . . .	Completes evaluation.

Freedman's Memorial

Because you have learned a great deal about life in Freedman's Village, you have been selected to design a memorial to the people of Freedman's Village.

Part I: Write the answers to each of the following questions.

1. Where will the memorial be located?

2. What will the land around the memorial look like?

3. Where will parking be for tourists who come to see your memorial?

4. What type of materials will you use?

5. What will the shape of the memorial be like?

6. Will it be a sculpture or a building, or both?

7. What will its size be?

8. Will there be quotations? Personal items? Artifacts? Give details.

9. Will it be lit up at night? If yes, how?

10. What kinds of decoration is needed? Lavish? Simple? Ornamentation?

11. Will there be paintings, photographs or drawings inside? If yes, which one?

12. What would the freedmen and women at Freedman's Village have wanted?

13. What will you name this memorial?

14. What will your memorial symbolize?

Part II. Make a drawing, sketch, or painting of your memorial on another sheet. Be sure you are able to answer questions 1-14 before you make your presentation to the class.

Part III. For extra credit, create a model of your memorial.

(Idea adapted from Architecture is Elementary from Corcoran Gallery)

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National Republican:
May 11, 1861
December 6-7, 1861
December 10, 1861
July 21, 1862

The Daily National Intelligencer:
October 7, 1863
October 27, 1863

The Washington Evening Star:
May 6, 1861
June 1, 1861
January 1-2, 1863

New York Herald Tribune:
December 7, 1887

Documents from the National Archives

1. Letter and endorsement from L. Thomas, May 28, 1864. Consolidated Quartermaster General File (C.Q.G.F.) MSS, R.G. 92 National Archives. (Request for 50 used sibley tents).

2. Letter from J. M. Brown, December 26th, 1864 (C.Q.G.F.) MSS, R.G. 92 National Archives. (Announcement removing J. J. Johnson as Military and Civil Superintendent at Freedman's Village and replacing him with George B. Carse).

3. Receipt from E. Holoman to G. B. Carse, March 1, 1865, National Archives. (Receipt for 200 striped shirts and 144 pairs of woolen socks).

4. Estimate from Joseph Allard, Jr. to John H. Rosqel, March 9, 1865. Consolidated Quartermaster, General File, MSS R.G. 92, National Archives. (Estimate of $983.75 for a proposed school).

5. Receipt from Leo McKay to George B. Carse, March 22nd, 1865. National Archives. (Receipt for 380 yards of brown denims).

6. Receipt from George M. Carse to George McKay, April 30, 1865. National Archives. (Receipt for sheeting and red flannel).

7. Letter from H. E. Simmons to George R. Carse, June 24, 1865. B.R.F.A.L. R.G. 105, National Archives. (Report from H. E. Simmons' agent from the American Tract Society on school attendance for one week in June).

8. Letter from J. M. Brown to C. H. Howard, March 2, 1866. Bureau of Refugees Freedmen and Abandoned Lands (B.R.F.A.L.) R.G. 105, National Archives. (Request that guard at Freedman's Village prevent the fences on the Arlington Farm from destruction).

9. Memo to C. H. Howard, March 10, 1866. B.R.F.A.L. R.G. 105, National Archives. (Includes information on the marriage laws in Virginia in 1866).

10. Letter from H. W. Lomas to C. H. Howard, May 19, 1866. B.R.F.A.L. R.G. 105, National Archives. (Lomas, Sup't. of F.V.) is pleased to announce that there are no individuals in the Village that require seed for planting or who are in a suffering condition).

11. Letter from C. H. Howard to H. W. Lomas, May 21st, 1866. B.R.F.A.L. R.G. 105, National Archives. (Calls for an investigation of an incident near Fort Jackson involving threats by armed men).

12. Letter from Wm. W. Rogers to H. W. Lomas, May 21st, 1866. Bureau of Freedmen, Refugees and Abandoned Lands, R.G. 105, National Archives. (Request for a surveyor to assist in surveying the lands near camp. Distribution then occupied by the freed people).

13. Letter from Wm. W. Rogers to H. W. Lomas. May 31st. 1866. B.R.F.A.L., R.G. 105, National Archives. (Order calling for a reduction in the labor force at Freedman's Village).

14. Letter from P. P. Bergevin to C. H. Howard, June 22, 1866. B.R.F.A.L. R.G. 105, National Archives. (Request for additional enlisted men to secure the five crops cultivated by the freedmen on Arlington Farm, Virginia. Also lists the number of men stationed there, including privates from the 107th Regiment; U.S.C.T. - request denied).

15. Letter from A. A. Laurence to C. H. Howard, July 30th, 1866, Bureau of Refugees, Freedmen and Abandoned Lands. R.G. 105, National Archives. (A roster of officers and civilians working in Freedman's Village, including the compensation for civilians).

16. Letter from Henry D. Peyton and Samuel Blackwell, August 20th, 1866. B.R.F.A.L., R.G. 105, National Archives. (Request to rent land and to prevent stealing from the gardens. Sup't. of F.V. feels that it shouldn't be rented and that some of the people who are idle might work the land).

17. Letter from S. Clark to A. A. Laurence, November 2, 1866. B.R.F.A.L. R.G. 105, National Archives. (Suggestion to reduce the expenses for employees at Freedman's Village by dismissing some of the laborers and hiring some of the dependents).

18. Letter from A. A. Laurence to C. H. Howard, November 9, 1866. B.R.F.A.L. R.G. 105, National Archives. (Request to retain two villagers employed in the Arlington Cemetery. Also raised the question of whether the people leaving the village may be issued clothing.)

19. Letter from Edw. R. Smith to C. H. Howard, November 22, 1866. B.R.F.A.L. R.G. 105, National Archives. (Request from the General Field Agent of the American Missionary Society for repairs and modifications to the school building).

20. Letter from Ira Ayers and Bob Cob, Dec. 8, 1866. B.R.F.A.L. R.G. 105, National Archives. (Request from two freed women to have their sons, aged 14 and 16, returned to their home in Taylorville, Virginia. The families were separated during the war).

21. Circular letter from Wm. H. Rogers, December 11, 1866 to A. A. Lawrence. B.R.F.A.L., R.G. 105, National Archives. (Instructions regarding providing transportation both to Officers, Agents, and freed people).

22. Letter from Wm. H. Rogers to A. A. Laurence, December 19, 1866. B.R.F.A.L., R.G. 105, National Archives. (Letter established transportation guidelines for those under age 4, those children between 4 and 12, and those 12 or older who were considered as adults).

23. Letter from J. M. Brown to A. A. Laurence, December 20, 1866. B.R.F.A.L., R.G. 105, National Archives. (Request that double desks be made for the day school at Freedman's Village).

24. Letter from H. M. Whittelserf to A. A. Laurence, December 20, 1866. B.R.F.A.L., R.G. 105, National Archives. (Corrections requested from the Office of the Chief Quartermaster regarding supplies, including lumber for coffins).

25. Letter from S. N. Clark to W. W. Rogers, December 29, 1866. B.R.F.A.L. R.G. 105, National Archives. (Results of an investigation of the execution of an order which called for the removal of villagers indicate that more care should have been used; some homes were torn down, others had their belongings removed from their homes when they were not at home ...).

26. Letter from J. Roberts to Wm. Bube, Jr., January 8, 1867. B.R.F.A.L. R.G. 105, National Archives. (Letter requesting that Comilius Camay, freedman aged 65, having no friends or family, and is incapable of sustaining himself be allowed entrance to Freedman's Village).

27. Letter from G. A. Wheeler to A. A. Laurence, February 14, 1867. B.R.F.A.L. R.G. 105, National Archives. (Suggestions for improving the lodging at the "Old Home Building.")

28. Letter from A. A. Laurence to C. H. Howard, February 25, 1867. B.R.F.A.L. R.G. 105, National Archives. (Request that John Peterson be employed at $15.00 per month and rations to assist in chores in the Village, especially in the "Home.")

29. Letter from R. R. Bergevin to C. H. Howard, February 28, 1867. B.R.F.A.L. R.G. 105, National Archives. (Request for 100 cords of wood to be used by the freed people).

30. Letter from G. A. Wheeler to E. B. Gates, March 23rd, 1867. B.R.F.A.L. R.G. 105. (Communication on the topic of fire hazzard at the hospital).

31. Letter from Henry A. Armstrong to E. B. Gates, April 6, 1867. B.R.F.A.L., R.G. 105, National Archives. (Letter complaining of cattle and other stock stolen from the doctor's home near Ball's Cross Roads, Virginia).

32. Letter from John Kimball to E. B. Gates, April 6, 1867. B.R.F.A.L. R.G. 105, National Archives. (Supports Armstrong's letter of the same date. He believes the cattle have gone towards Freedman's Village).

33. Letter from Wm. W. Rogers to E. B. Gates, April 6th, 1867. B.R.F.A.L. R.G. 105, National Archives. (Calls for a careful investigation of the "cow incident.")

34. Circular Letter, May 15, 1867. B.R.F.A.L., R.G. 105, National Archives. (Partial letter inviting freed people to join "The Lincoln Temperance Society and to save the people from their drunken ways").

35. Letter from H. H. Howard to R. R. Bergevin, February 15, 1868. B.R.F.A.L. R.G. 105, National Archives. (Request that Eliza Bowline be appointed laundress and Patsy Laws be appointed nurse in Abbott Hospital in Freedman's Village).

36. Letter from P. Glennan to R. Rayburn, March 7, 1868. B.R.F.A.L. R.G. 105, National Archives. (Request that the following women and children be transferred from the women's ward at Freedman's Hospital in Washington, D. C. to Freedman's Village: Margaret Jackson, Georgeanna Jackson (aged 6 weeks); Celia Cooper, Jane and Marriah Cooper (both aged 5 weeks); Caroline Spriggs, Mary Spriggs (age 2); Thos. Spriggs (age 3); Eliza A. Johnson (5 yrs.); Eliza Johnson (3 weeks); Anna Robinson, John E. Robinson (3 mo.); Polly Myers).

37. Letter from G. W. Clark to H. H. Howard. July 11, 1868. B.R.F.A.L. R.G. 105, National Archives. (Directions are given to close the establishment at Freedman's Village and dismiss the employees).

38. Letter from Elias Plummer to C. H. Howard. October 23, 1868. B.R.F.A.L. R.G. 105, National Archives. (Request by Elias Plummer to rent 10 acres of land rented the year previously by Mr. Syphax).

39. Letter and Endorsements from J. A. Commerford to G. B. Dandy, Nov. 12, 1887. C.Q.G.F., R.G. 92, National Archives. (Complains that the people living on the "reservation" have for years past entered the cemetery at night and gotten wood for fuel. Requests the people be removed).

40. Brief and Endorsements from the Depot Quartermaster, Washington, D. C., November 15, 1887. Consolidated Quartermaster General File M.S.S., R.G. 92, National Archives. (Transmits a report from the Sup't. of Arlington, Va. National Cemetery that some freed people who live on the "reservation" have entered the cemetery at night and gotten wood for fuel. Requests removal of the people).

41. Letter from John Syphax to the Secretary of War, 1888.

42. Letter from G. A. Wheeler to C. H. Howard, February 28, 1867. B.R.F.A.L., R.G. 105, National Archives. (Request for an artificial leg for Jerry Savage).